

**THE INFLUENCE OF USING JUMBLED SENTENCE TOWARDS
STUDENTS' WRITING ABILITY IN RECOUNT TEXT
AT THE SECOND SEMESTER OF TENTH GRADE
OF SMA N 1 TANJUNG BINTANG IN THE
ACADEMIC YEAR OF 2020/2021**



A Thesis

Submitted as Partial Fulfillment of the Requirements for S-1 Degree

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OF RADEN INTAN LAMPUNG
2020**

ABSTRACT

THE INFLUENCE OF USING JUMBLED SENTENCE TOWARDS STUDENTS' WRITING ABILITY IN RECOUNT TEXT AT THE SECOND SEMESTER OF TENTH GRADE OF SMA N 1 TANJUNG BINTANG IN THE ACADEMIC YEAR OF 2020/2021

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Writing is one of language skills which is owned and used by human as an indirect communication tool and activity of contributing ideas and opinions to people around us. Based on preliminary research in SMAN 1 Tanjung Bintang, there were students' problems which happen in writing ability, especially in making recount text. To solve the problem, the researcher applied Jumbled Sentence technique in learning writing in SMAN 1 Tanjung Bintang. This research is aimed to find out whether there was a significant influence of using Jumbled Sentence technique towards Student' Writing Ability in Recount Text at the Second Semester of the Tenth Grade of SMAN 1 Tanjung Bintang in the academic year of 2019/2020

The research methodology was experimental research design. The population of this research was students of tenth grade of SMAN 1 Tanjung Bintang. The two classes were selected using cluster random sampling technique and the researcher determine X IPA 3 as control class and X IPA 1 as experimental class. Hence, the researcher used writing test as instruments to collect the data. The tests were for pre-test and post-test. After collecting the data, the researcher used SPSS to analyze the data.

From the data analysis, it was obtained that the result from independent sample t-test of Sig. (2-tailed) was 0.000 and $\alpha = 0.05$. It means that $\text{Sig} (P_{\text{value}}) < \alpha = 0.05$ and H_a is accepted. It proved that there was a significant influence of using Jumbled Sentence Technique towards students' writing ability in recount text at the second semester of the tenth grade of SMA N 1 Tanjung Bintang in the academic year of 2019/2020.

Keywords: *Recount Text, Quasi Experimental Design, Jumbled Sentence, Writing*

DECLARATION

Hereby, I State This Thesis Entitled “THE INFLUENCE OF USING JUMBLED SENTENCE TOWARDS STUDENTS’ WRITING ABILITY IN RECOUNT TEXT AT THE SECOND SEMESTER OF TENTH GRADE OF SMAN 1 TANJUNG BINTANG IN THE ACADMIC YEAR 2020/2021” is completely my own work, I am fully aware that I have quoted some statement and theories from various sources and they are properly acknowledged in the text.



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A thesis entitled: **THE INFLUENCE OF USING JUMBLED SENTENCE
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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ۝ إِنَّ مَعَ الْعُسْرِ يُسْرًا ۝ فَإِذَا فَرَغْتَ
فَانصَبْ ۝

For indeed, with hardship will be ease. Indeed, with hardship will be ease. So
when you have finished your duties, then stand up for worship. (Qs. Al-Insyirah:
5-7)¹

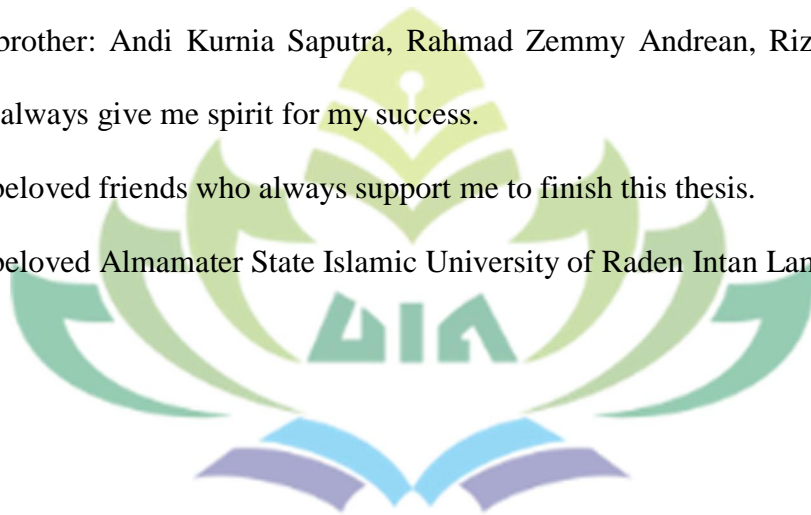


¹ *Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris*, (Depok: Al-Huda Kelompok Gema Insani)
Al-Insyirah: 94, p.596.

DEDICATION

From the bottom of my heart, this thesis is lovingly dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. Allah SWT who always loves me and keeps me everywhere and everytime.
2. My beloved parents: Mr. Zamani and Mrs. Andriani who always pray for my life and success, give the good advice and motivation for me to study hard until now.
3. My brother: Andi Kurnia Saputra, Rahmad Zemmy Andrean, Rizki Pratama who always give me spirit for my success.
4. My beloved friends who always support me to finish this thesis.
5. My beloved Almamater State Islamic University of Raden Intan Lampung.



CURRICULUM VITAE

The researcher's name is Rizqa Aprilia. She was born in Tanjung Bintang on April 23rd, 1998. She is the second child out of three children of Mr. Zamani and Mrs. Andriani. She has two brother which names are Rahmad Zemmy Andrean and Rizki Pratama.

She began her study at SD Negeri 1 Tanjung Bintang in 2004 and she graduated in 2010. In the same year, she continued her study to SMP Negeri 1 Tanjung Bintang and graduated in 2013. After that, she continued to study at SMA Negeri 1 Tanjung Bintang in 2013 and graduated in 2016. After graduating from senior high school in 2016 she continued her study in Raden Intan State Islamic University Lampung (UIN) as the student of English Study Program of Tarbiyah and Teacher Training Faculty.

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Finally, none or nothing is perfect and neither is this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung, Februari 2020
The Researcher

Rizqa Aprilia
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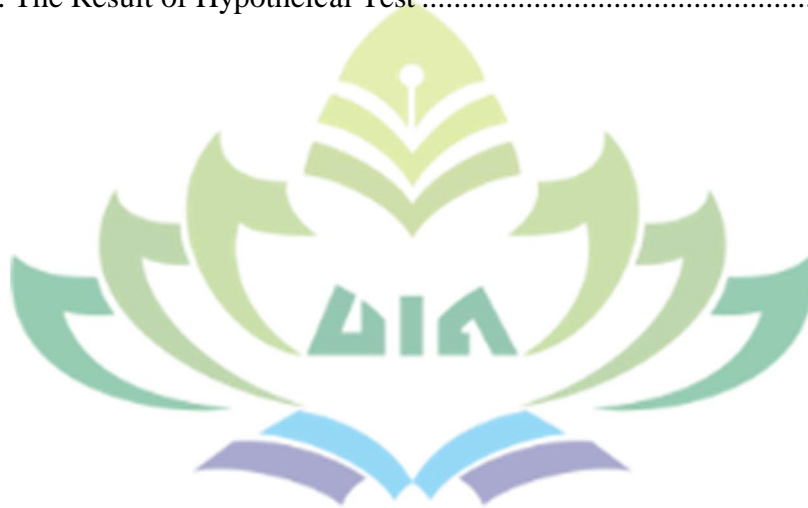
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CHAPTER I INTRODUCTION

A. Background of the Problem

In Indonesia, English is a foreign language. English is taught from junior high school to university. By giving this subject, it is hoped that it will help Indonesian students to master English. According to Harmer, the skill in English is divided into two types. Receptive skills are the term used for reading and listening. Productive skills are the term for speaking and writing.² Hence, to master four English skills should be developed. Those are listening, speaking, reading, and writing.

Among other skills, writing is the most complex skill to be learned. Raimes said that writing is a skill in which we express idea, feeling, and thinking that are arranged in word, sentence, and paragraph by using the eye, brain, and hand.³ It means that writing lessons are very important for students to know how to convey thoughts and ideas to the reader clearly in writing. For the learners, writing is the most difficult skill to be learned and mastered because writing is an activity that cannot be separated from process and product. In writing, the learners are encouraged to find ideas, express their feelings, and put them all into writing as products. Brown stated that the process of writing consists of different set of competencies, such as the result of thinking,

²Jeremy Harmer, *The Practice of English Language Teaching (4th Ed)*, (Edinburgh Gate: Pearson Education Limited, 2007), p. 265

³Ann Raimes, *Technique in Teaching Writing*, (Oxford: Oxford University Press, 1983), p.3

drafting, and revising procedures that the writer can not develop the skills naturally.⁴ Hence, in making good writing the students must follow a few steps in the process of writing.

Richard and Renandya stated that there is no doubt that writing is the most difficult skill for learners to be mastered. The difficulty lies not only in generating and organizing ideas but also in translating these ideas into readable texts.⁵ In the process of learning to write, students need efforts to further practice writing because the meaning in their writing must be understood by the reader. In the process of learning to write students also make the correct sentence written into a correct paragraph.

In written form, each paragraph has a variety of main ideas. A paragraph has some sentences that develop one central idea.⁶ In accordance with Dorothy, the most paragraphs in academic writing in English have topic sentences.⁷ In general, each paragraph in the text has a relationship between sentences.

Based on preliminary research at SMA Negeri 1 Tanjung Bintang, English teachers at SMA Negeri 1 Tanjung Bintang have been interviewed to obtain data on students' writing ability scores. Her name is Ms. Sri Widyawati S.Pd. She said that the students' writing scores were still low. Besides that, there

⁴H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*(4th Ed), (California: Pearson Education, 2000) p. 335

⁴ Jack C. Richards and Willy A. Renandya, *Methodology in Lnguage Teaching: An Anthology of Current Practice*, (Cambridge University Press, 2002), p. 303.

⁵ Martin L. Arnaudet and Marry Ellen Barret, *Paragraph Development A Guide for Students of English as a Second Language*, (New Jersey: Prentice Hall, 1981) p.1

⁶ Dorothy E Zemach and Carlos Islam, *Paragraph Writing From Sentence inti Paragraph*, (London : Macmillan Publishers Limited, 2005), p.13

were also some difficulties of vocabularies and difficulties to develop their ideas in making writing text.⁸ The scores of students' writing ability in table 1.⁹

Table 1
The Students' Score of Writing Ability at the Tenth Grade of SMA Negeri 1
Tanjung Bintang in academic year 2019/2020.

No	Class	Score		Total
		≥ 70	≤ 70	
1	X IPA 1	14	22	36
2	X IPA 2	9	29	38
3	X IPA 3	15	21	36
4	X IPS 1	11	26	37
5	X IPS 2	14	23	37
Total		63	121	184
Percentage		32.24%	65.76%	100%

Source: The Score from English teacher of SMA Negeri 1 Tanjung Bintang

From the table above, it could be seen that the total of students in the failed categories is higher than in the passed category. There are 121 students in the failed categories (65.76%) and 63 students in the passed category (32,24%). It is implied that the success of the students in writing ability is low because the criteria of minimum mastery (KKM) in SMA Negeri 1 Tanjung Bintang is 70. It can be said that many students still feel difficulties in writing.

The result was from the given questionnaire to students. They had difficulties in writing. The students felt difficult and less motivated when they learn how to

⁸ Sri Widyawati, *Interview the English teacher (SMA Negeri 1 Tanjung Bintang)*

⁹ *Ibid*

write English. They found the difficulties to develop ideas, lack of vocabulary, and the rules in making writing text.¹⁰ Because of that, the students could not understand certain instructions of a text. For example, the generic structure of the text, purpose, and language features of the text. This research also found that the students could not make a good composition of writing because they did not know how to make a good composition gradually.

In fact, there are many ways which can be used to develop students' writing ability. One technique that can be used is Jumbled Sentence Technique. Wright proposed that Jumbled sentence is a technique of teaching writing in which the students are asked to rearrange a group of scrambled sentences into the good and correct order.¹¹ Jumbled sentence which is known as jumbled text is cooperatively sequencing a piece of jumbled texts by at first skimming for a meaning to establish a quick order, then scanning for detail to confirm its accuracy.¹² It means that Jumbled Sentence is based on the simple notion of technique in teaching and can help students more creative and active because they can share their ideas with each other.

The advantage of Jumbled Sentence can help the students to think creatively and logically to determine the sentences appropriately to be the topic sentence, supporting sentence, and concluding sentence. Mardiana said that Jumbled-sentence technique is important to be practiced because through practicing this

¹⁰ Tenth Grade Students, *Students Questionnaire*, (SMA Negri 1 Tanjung Bintang)

¹¹ Fatmawati, (2018), *The Implimentation of Jumbled-Sentence toward students' skill in writing Report Text*. *Journals of English Language Teaching*. Vol 7. P. 116

¹² Wright, A., et al (2006). *Games Language* (3rd ed). New York: Cambridge Univercity Press. P.87

technique, it can help the students to generate the ideas, to enrich the vocabulary, and emphasize their writing skill.¹³

The previous research was conducted by Sakia in 2018 entitled teaching reading using jumbled sentence at SMK Rosma Karawang academic year 2018-2019. This previous research was used jumbled sentences in teaching reading. The objective of this study is to see and determine differences in student mastery in reading that use mixed sentences in class 2. The method was applied in the quantitative method in this research. In this study, the previous research applied a pre-experimental design from one group of pretest and posttest.¹⁴ It can conclude that jumbled sentences can be used by students' to achieve in reading. The technique used in this previous research is the same as the researcher but it distinguishes on kind of skill.

In addition, the second previous research was conducted by Fatmawati in 2018 entitled The Implementation of Jumbled Sentence Toward Students' Skill in Writing Report Text in academic 2018/2019. This previous research aims at the implementation and effectiveness of jumbled sentences as a technique to enhance students' skills in writing report text.¹⁵ The differences with the researcher's research, this research use writing report text, and the research use action research. It means that, by using Jumbled Sentence technique

¹² Mardiana, N. (2007). *Using Jumbled sentence game in teaching recount text*. Unpublished Thesis. Banten The State Institute for Islamic Studies Sultan Maulana Hasanudin Banten.

¹³ Sakia Ria (2018). Teaching Reading Using Jumbled Sentence at SMK Rosma Karawang academic year 2018-2019. *Journals of English Language Teaching*. vol1

¹⁴ Setia, F. (2018). The Implementation of Jumbled Sentence Toward Students' skill In Writing Report Text. *Journals of English Language Teaching*. Vol 7

recommended for the teacher use in writing activities, students can be enjoyable and more active in teaching writing.

The third previous research was conducted by Mardiana in 2017 entitled “Using Jumbled Sentences Game in teaching writing Recount Text”. This research to get information whether the influence of jumble sentences game toward students’ writing recount text. This research used a quantitative method in the design of pre experimental research.¹⁶ This previous research similar to this research but different in research design. This previous research was used as a quasi-experimental design while the researcher will use action research.

Based on the explanation above, this research intended to use a jumbled sentence technique in teaching recount text to help the students in the learning process. Therefore, this research entitled, “The Influence of Using Jumbled Sentence towards Students’ Ability in Writing Recount Text at SMA Negri 1 Tanjung Bintang in 2019/2020 Academic Year.”

B. Identification of The Problem

From the explanation above, this research identifies that students have problems in writing as follows:

1. The students’ writing ability was still low.
2. The students found difficulties to express and also develop the idea in writing text
3. The students are lack of vocabulary and grammar.

¹⁵ Maediana, N. 2017. *Using Jumbled Sentence game in teaching recount text*. Thesis. Banten: The State Instotude for Islamic Studies Sultan Maulana Hassanudin Banten.

4. The teacher technique was still less interesting and unattractive.

C. Limitation of The Problem

Based on background and identification of the problem above, this research focus on the students writing ability in recount text by using jumbled sentence technique.

D. Formulation of The Problem

In this research, the formulation of the problem: is there any significant influence of using jumbled sentence towards students' Writing Ability of Recount Text at the tenth grade of SMAN 1 Tanjung Bintang in Academic year 2020/2021?

E. Objective of The Research

Related to the formulation problem, the objective of the research is to find out whether there is a significant influence of using jumbled sentence towards students' Writing Ability Recount Text at the excellent class of the ten grade of SMAN 1 Tanjung Bintang in Academic Year 2019/2020.

F. Significance of the Research

1. Theoretically

For the theoretical contribution, the results of this research are expected to support the previous theories about the influence of using jumbled sentence technique towards students' writing ability of recount text. The result of this

study is expected to be able to widen the skill of teachers in using jumbled sentence technique, jumbled sentence technique can be used not only in teaching English in general, yet it can be used in teaching other lessons. The finding is hopefully useful as informative data focusing on the appropriate teacher's approach in English class. This research is expected to give the contribution of any value to the other researchers in conducting the further research of the similar topic, as reference to other researchers who want to study with using jumbled sentence technique more intensively in teaching writing.

2. Practically

For practical contribution, the result of this research is expected that the teacher can use jumbled sentence technique in teaching writing recount text, and the students can increase their recount text writing ability through jumbled sentence technique. For the students this research will be able to motivate students to be able to be a good writer. For the teacher jumbled sentence technique helps both of teacher and students to work together in the process of learning to reach learning goal instead.

G. Scope of the Research

1) Subject of the Research

The subjects of the research were the students in the excellent class of the tenth grade of SMAN 1 Tanjung Bintang.

2) Object of the Research

The objects of this research was students' recount text writing use technique jumbled sentence.

3) Place of the Research

The research was conducted at SMAN 1 Tanjung Bintang.

4) Time of the Research

The research was conducted at the second semester of an excellent class of the tenth grade in the academic year 2019/2020.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Teaching English as a Foreign Language

Teaching is giving instruction guiding in the study of something, providing with knowledge, and causing to know or understanding.¹⁷ Teaching is an action to transfer knowledge from the teacher to the students. Students can understand about the material that the teachers taught, and also teaching is organized activity because it has many the components and all of them relate each other.

Teaching is facilitating and guiding learning, certainly the students can learn and setting the condition for the learning. Our understanding about teaching can determine our strategy, method , technique style and philosophy of education.¹⁸ From explanation above, it can concluded that teaching is activity where students can understand about the teacher's explanation and also it can determine with the teacher strategy, method, technique, approach, and philosophy.

It is supporting statement by Harmer English is a foreign language which is generally to apply to the students who are studying general English at school and institutes in their own country or as transitory visitors in a target language country.¹⁹ It means that everyone needs to English as communication with other people in daily activities because it takes an important role in the almost daily

¹⁷ H. Douglas Brown. *The Principles of Language Learning and Teaching*, (White Plains, NY: Longman, 2000), p.7

¹⁸ Ibid.,

¹⁹ Jeremy Harmer, *How to Teach Writing*. (Edinburgh Gate: Longman, 2004), p.39

aspect of human activity such as science, social environment, technology, education.

In Indonesia, English is as a foreign language. Teaching English as a foreign language is also a process of helping someone to learn English which is also the language that they use as a mother tongue or the foreign language which they use in daily life for communication that influences by thoughts of the nature of English and learning conditions. Language teaching is influenced by ideas about the nature language (language theories) and the learning conditions that make learners to acquire the language (learning theories).²⁰It means that teaching English as a foreign language and its influences bytheir ideas and also learning condition around the learners.

B. Writing

1. Concept of Writing

Caroline stated that writing is a combination of process and product of discovering ideas, putting them on paper and working with them until they are presented in a manner that is polished and comprehensible to readers.²¹Byrne states that writing is to produce a chain of sentences set in a particular order and linked together in certain ways. The chain may be very short, perhaps only two three sentences have been put in order and linked together, they form a coherent

²⁰Ag. Bambang Setyadi, *Teaching English As a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.20

²¹Caroline T. Linse, *Partical English Language Teaching: Young Learners*, (New York: Mc. Graw Hill, 2005), p.98

whole.²² It means that writing is a person's thoughts or ideas expressed through writing on paper with sentences, that have been arranged and linked together so that they become coherent sentences.

According to Harmer, writing has its 'mechanical' components such as handwriting, spelling, punctuation, and the building of well-formed sentence, paragraph and text.²³ Writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her views on a topic.²⁴ It means that writing has some of rule or mechanical components that you have to pay attention and must be applied in writing to be good sentence, paragraph, and text. Moreover, writing can be used to share your ideas, knowledge, opinion, or something such as feeling from someone meaning and topic of some experience or moment.

Based on the statement above, this research concludes that writing is the process of composing words into sentences, arranging sentences in a paragraph into complex writing that carry the subject matter. Then writing is a way to building someone's creativity in writing. In addition, writing is someone's ability which to express her ideas, knowledge or opinion to order people with their writing. Each writer must have a purpose with her writing to the reader, such as to invite, to inform, to entertain, etc.

²²Don Byrne, *Teaching Writing skill*, (Essex: Longman, 1988), p.1

²³Jerwmy Harmer, *How tp Teach Writing*, (Essex: Longman, 2004), p.44

²⁴Ken Hyland, *Second Language Writing*, (2nd Ed), (New York: Cambridge Language Education, 2003), p.9

2. Aspects of Writing

According to Tribble, there are five fundamental aspects which have to fulfill in writing activity. The aspects of writing are as the criteria of good writing, such as content, organization, vocabulary, language, and mechanics.

1. Content	: The ability of develop the writing thoughts express, content related to the topic.
2. Organization	: The ideas obviously stated and supported, logically sequenced, connective in appropriately way.
3. Vocabulary	: The selection of words that matches with the topic or content.
4. Languages	: The ability to use of structure forms and syntactical pattern.
5. Mechanic	: The use graphic convection of language such as punctuation, spelling, and capitalization. ²⁵

Based on explanation above, this research conclude that there are five aspect in writing, which must be known in to be good writing and it is used in scoring writing ability. They are content, organization, vocabulary, languages and mechanics.

3. Concept of Writing Ability

Writing is a complex process, which the students not only express thoughts to be understandable in a written form, but also to recognize the writing ability of students to make a writing acceptably. Writing ability is the skill of a writer to communicate and share information to readers.²⁶ In order words, writing is a

²⁵ Christopher Tribble, *Language Teaching Writing*, (New York: Oxford University Press, 1996), p.130

²⁶ Sanggamsiahan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p.22

process where the students know their writing ability to make a good writing. It is the ability of each person to express ideas or information to the readers as communication related to the topic in written form.

Writing is a transaction with words whereby you free yourself from what you presently think, feel, and perceive.²⁷ It means that by writing, the students can pour and explore their ideas and thought in written form, also they are can write something as much as possible.

To be a good writer, students must require more attentions on their writing. A writer has to master the components of language, such as spelling, vocabulary, punctuation, and grammar to be successful in writing. All of the components above will influence the writer to make good sentences.²⁸ Harmer states that if we want to our students to be a good writing in English, we need to teach them how to use punctuation conventions correctly.²⁹ In other word, before you create or write something you must be paid attention about the rule and components that should be known and master it in writing, there are some components of language in writing, includes: spelling, punctuation, grammar that vocabulary.

4. Writing Proces

Bailey stated that in the writing process, it is essential to learn the basic writing process, at the same time it is useful to be aware of the elements that contribute

²⁷H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (White Plains, NY : Longman, 2000), p.337

²⁸Ibid, p.365

²⁹Jeremy Harmer, Op. Cit.,p.4

to good writing.³⁰ It means that, before we begin to create something, we must know about the writing procedure to get good results in writing.

The writing process is step of a writer goes through in order to create something in writing form. This process may be affected by the step of writing. There are four steps or stages of writing process, they are planning, drafting, editing, and final version.³¹ According to Linse, they are some process of writing, which is prewriting, writing, revising, editing, and the last publishing.³² This research concludes that the stages of the writing process are rewriting (planning), drafting, editing and publishing (final version).

1. Pre writing (planning)

Harmer states that planning, you must decide on the topic or object before the process of writing. It is the stage where the students think about what they are wanting to write about the content.³³ In addition, the planning is the first stage of writing process which the students decide to choose the topic or object to be the content of the writing.

2. Drafting

Drafting is the next step of writing process which after getting some ideas and topic in planning, drafting is begun. According to Harmer, drafting mention to the first step in writing. After the writers choose the topic, then they search

³⁰Stephen Bailey, *Academic Writing a Handbook For International Students*, (London & New York : Routledge, 2006), p.1

³¹Jeremy Harmer, Op. Cit., p.4

³²Caroline T. Linse, *Practical English Teaching Young Learners*. (New York: Mc. Grauhill Companies, 2005). P.102

³³Jeremy Harmer, Loc. Cit.,

and write some things of information related to the topic.³⁴ It can conclude that drafting is constructed concept of your ideas in the draft and generate these ideas properly.

3. Editing

Oshima and Hogue state that after you write a draft, the next step is revised it. When you revise, you modify what you have written in order to develop it.³⁵ Besides that Harmer states that when the writers make a product. This research need advice and criticism from someone as a reader so that the writer knows where the error is. It can help the write to edit their written text.³⁶ In order words, in editing or revising you can change, modify, reorganize or delete your ideas in your writing.

4. Publishing (final version)

Once the students have revised their draft, making the changes and rearrange they consider to be necessary, they produce their final version. Finally, the writers are now ready to send the written text to its intended readers.³⁷

Based on the explanation above, this research conclude that writing has four stages which include: the first step is planning or prewriting, in this step the writer decide on the topic that will be poured into writing. The second process is drafted, it is process which the writer constructs the concept of ideas in the draft. Then the thrid process is editing or revising, in editing process the

³⁴ Jeremy Harmer, Op.Cit., P.5

³⁵ Alice Oshima and Ann Hougue, *Writing Academic English*. (White Plains, NY: Longman, 1999) p.11

³⁶ Jeremy Harme, Loc. Cit.

³⁷ Ibid

writers can select, change, modify or reorganize their ideas in drafting. And the last is the final version (publishing).

5. Teaching Writing and How to Test Writing

1. Teaching Writing

According to Harmer, teachers have a number of important tasks to do when helping students to become a better writer. The tasks which teachers have to do before, during, and after student writing are the following:

1). Demonstrating

Teachers have to be able to explain the text specifically. Teachers have to make the students know the layout of the text and the language used in a certain text.

2). Motivating and provoking

The teacher helps students to get the ideas when the students get stuck in writing. It is better if the teachers prepare amusing and engaging ways in teaching and learning process so can get the student involved in writing task. For example, students can be asked to do the reassemble jumble texts on the board. Sometimes, teachers can give them the words to start writing.

3). Supporting

Students need a lot of help and reassurance when they are writing, both with ideas and how to carry them out. The teacher needs to support the students when they are writing in class, always available for them, and prepare to help students overcome difficulties.

4). Responding

In order to respond students writing, the teacher may give comments or suggestion for its improvement. It is better to react to what they have said rather than filling their work full of correction symbols.

5). Evaluating

Teacher indicate where students work well and where they made mistakes, and of course give award to them who work well. The teacher should highlight the student error and try to put them right before handing back the marked scripts to the students.³⁸

Based on the explanation above, the students learn how to make planning and gather ideas, through the various stages of prewriting, drafting and revising to the final product. By doing this approach, the students can improve their writing ability through evaluating their text. The students are guided and supported as they move through the complete process of editing and publishing.

2. How to test writing

In the teaching writing, there are how to test writing for the students. There are three designing assessment tasks for writing skill, as follow:³⁹

- Imitative Writing

³⁸Jeremy Harmer, Op.Cit. p.41-42

³⁹Arthur Hughes, Testing for Language Teachers, Second Edition, (Cambridge: University Press, 2003), p. 83-85

Imitative writing is used for the beginning level English learner which needs basic training in and assessment of imitative writing: the rudiments of forming letters, words, and simple sentences. We examine this level of writing first.

1). Task in (Hand) writing letters, words, and punctuation.

- a). Copying
- b). Listening cloze selection task
- c). Picture-cued task
- d). Form completion task
- e). Converting numbers and abbreviation to words

2). Spelling task and detecting phoneme-grapheme correspondences

- a). Spelling test
- b). Picture cued-task
- c). Multiple choices techniques
- d). Matching phonetics symbols

- Intensive (Controlled) Writing

This next level of writing is what second language teacher training manuals have for decades called controlled writing. It may also be thought of as form focused writing, grammar writing, or simply guided writing. A good deal of writing at this level is display writing as opposed to real writing: students produce language to display their competence in grammar, vocabulary, or sentence formation, and not necessarily to convey meaning for an authentic purpose. The traditional grammar or vocabulary test has plenty of display writing in it, since the response mode demonstrates only the test-takers ability

to combine or use words correctly. No new information is passed on from one person to the other.

- 1). Dictation and Dicto-Comp
- 2). Grammatical transformation tasks
- 3). Picture cued tasks
 - a. Short sentences
 - b. Picture description
 - c. Picture sequence description
- 4). Vocabulary assessment tasks
- 5). Ordering tasks
- 6). Short answer and Sentence completion tasks
- Responsive and Extensive

In this section we consider both responsive and extensive writing tasks. They will be regarded here as a continuum of possibilities ranging from lower-end tasks whose complexity exceeds those in the previous category of intensive or controlled writing, through more open-ended tasks such as writing short reports, essays, summaries, and responses, up to texts of several pages or more.

- 1). Paraphrasing
- 2). Guided question and answer
- 3). Paragraph construction tasks
 - a). Topic sentence writing
 - b). Topics development within a paragraph

c). Development of main and supporting ideas across paragraphs.

4). Strategic options

a). Attending to task

b). Attending to genre

From the explanations above, there are three designing assessment tasks for writing skill, they are imitative writing, intensive writing and responsive and extensible. This research uses designing assessment task of writing is responsive and extensive because in instrument of the task the students are asked to make a paragraph of recount text that include in paragraph construction tasks.

C. Text

1. Concept of text

The text is the original words of something written or printed, as opposed to a paraphrase, translation, revision, or condensation. The body of a printed work as distinct from headings and illustrative matter on a page or from front and back matter in a book.⁴⁰

A text is a meaningful linguistic unit in a context. A text is both a spoken text and written text.⁴¹ It means that the text is the full meaning of linguistic unit such as morpheme, phrase, clause, sentence and also discourse which it gives message to someone in spoken or written text.

⁴⁰Houghton Mifflin, *The American Heritage Dictionary Of The English Language*, 4rdEdition Copyright. Published by Houghton Mifflin Company, 2003. P.26

⁴¹SanggamSiahaan, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p.1

Peter and Megan stated that the text can be classified and organized in a multitude of ways: everyday, formal, entertaining and informational. Traditionally, different types of texts have been identified according to established conventions: literary and factual.⁴²

a. Literary text

Literary text might include the range of text that reflect and interpret individual and social life, whether real or imaginary. Literary texts can deal with everyday experience in a way that lifts readers beyond the everyday.⁴³

b. Factual text

Factual texts from the point of view of schooling include those texts that have the primary aim of communicating knowledge as it has been educationally defined, classified and constructed. Many factual texts such as technical descriptions, explanation and procedures, tend to be driven by purpose and seek to be efficient and effective in their transmission.⁴⁴

From the explanation above, this research concludes that text is meaningful of language unit that is mediated completely not only by written text but also spoken text. Literary text often uses to create images in minds, such as novels, poems, dramas, narrative. Besides, the factual text aims of communicating knowledge as it has been educationally defined, such as essays, arguments, persuasion, etc.

⁴² Peter Knapp and Megan Watkins, c, 2005, p.29

⁴³ *Ibid.*,

⁴⁴ Peter Knapp and Megan Watkins, *OP. Cit.*,

2. Kinds of text

In English, we can find types of text. Each of these writings has its own characteristics and function. The students of senior should have knowledge of those writing texts. According to Siahaan text is a meaningful linguistic unit in a context.⁴⁵ It means that a text is any meaningful linguistic unit in both linguistic context and non linguistic context. Siahaan states that in English there are many kinds text in writing, there are:

1. Narrative text : Narrative is a text to amuse, to entertain people, and to deal with actual or vicarious experience in different ways
2. Descriptive text: descriptive is the text to describe a particular person, place or thing.
3. Recount text : recount is a text to tell about past experience or activity in the past.
4. Explanation text : explanation is a text to explain the processes in the formation or workings of natural or socio-cultural phenomena.
5. Anecdote text: anecdote text is to share with others an account of an unusual amusing incident.
6. Procedure text : procedure is a text to make or to do something. It gives an instructions about the step to do something.
7. Discussion text : discussion is a text that to present points of view about an issue.

⁴⁵ Sanggam Siahaan, Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p.1

8. Review text : review is a text critique an art work or event for public audience.
9. News item : news item to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.
10. Spoof text : spoof text is to retell an event with humorous twist.
11. Report text : report is a text to retell event for purpose of informing or entertaining.
12. Analytical exposition : Analytical Exposition is a text to persuade the reader or listener that something is the case.
13. Hortatory exposition : Hortatory Exposition is a text to persuade the readers or listeners that something should or should not be the case.⁴⁶

Based on the statements above, it can be concluded that there are 13 types of text in English, such as narrative, descriptive, recount, explanation, anecdote, procedure, discussion, review, news item, spoof, report, analytical exposition, hortatory exposition. In this case, this research only focuses on students' recount text writing ability as the form will be concluded as the material should be learned from the students in the tenth grade.

⁴⁶Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Queensland: Stabler, 1995), p.190

D. Concept of Recount Text

1. Definition of Recount Text

Recount is type text that list and describe past experiences by retelling event in the order in which they happend (chronological order). Recounts are written to retell events with the purpose of informing or entertaining (or both).⁴⁷

Rosyadi stated that recount is a piece of text that retells past events, usually in the order in which they happened.⁴⁸ The purpose of recount text is to give the audience a description of what happened and when it happened.

Referring to several definitions this reseach concluded that recount text is a text which retells event or experiences in the past. It purposes is either to inform or to entertain the audience.

2. Types of Recount Text

Related of Rojas defines the recount text in fourth types there are personal recount, factual recount, imaginative recount and precedural recount :

- a. Personal Recount : these usually retell an event that the writer was personally involvet in.
- b. Factual Recount : recording an incident, e.g. a science experiment.
- c. Imaginative Recount : writing an imaginary role and giving details of events, e.g. a day in the life of a pirate.⁴⁹

⁴⁷Virginia Rojas, *Language Features of Seven Writing Genres*. (Crawley: Language Consultant 2010) p.10

⁴⁸Arifian Rosyadi, *Learning Material Junior High School Grade VII*, (Surakarta: Teaching Material Development 2001), p.1

⁴⁹ Rojas, Op,Cit, p.10

In conclusion to the discussion above, this research will use personal recount because it aims to make it easier for students to relate personal experiences.

3. Features of Recount Text

Rojas state that recount text uses language features as follow ⁵⁰:

1. Noun as a personal pronoun such as Hasan, Devy, Dani, etc.
2. Individual Participant, focused on specific participant's story.
3. Past tens such as went, ate, ran, etc.
4. Time connective and conjunction to sequence the events, such as after, before, then, after that, etc.
5. Action verb, a verb that shows the events or occurrence, such as stayed, climbed, killed, etc.
6. Adverb and adverb phrase to show place, time and way, such as.

4. Generic Structure of Recount Text

As a kind of text, recount text has its own structure:

- a) Orientation is providing information about who, where, and when;
- b) Events is describing series of event usually recounted in chronological order;
- c) Reorientation is rounds of the sequence events.⁵¹

Related to the explanation about it means that recount text consists of orientation, which introduces the participants, place and time, even which

⁵⁰ *Ibid*

⁵¹ Ken Hyland, *Second Language Writing*, (Cambridge University Press: Cambridge, 2003), p.124

describe some events that happened in the past, and orientation which states personal comment of the writer.

5. Example of Recount Text

Based on the example can be seen generic structure recount text

My Bad Day on Sunday

Orienrtation : I had a terrible day yesterday.

First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks.

Event : Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money.

Reorientation : Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.⁵²

E. Concept of Jumbled Sentence

a. Definition of jumbled sentence

Jumbled sentence is a technique of teaching writing in which the students are asked to rearrange a group of scramble sentence into a good and a correct

⁵²<https://ekspektasia.com/contoh-recount-text-pendek/>

order.⁵³ Wright stated Jumbled sentence which is known as jumbled text is cooperatively sequencing piece of jumbled texts by at first skimming for a meaning to establish a quick order, then scanning for detail to confirm its accuracy.⁵⁴ In short jumbled sentence can help students to make it easier for them to understand in arranging randomized sentences into correct sentences.

Fatmawati state that jumbled sentence technique to help student overcome their difficulties in writing English paragraph. Besides, this technique can also be used to develop students' understanding and participation in the learning-teaching.⁵⁵ It means that by using Jumbled sentence can help students in writing English difficulties, and also can develop students' understanding in learning.

Jumbled sentence technique helps the students to think creatively and logically to determine the sentence appropriately to be the topic sentence, supporting sentence, and concluding sentence.⁵⁶ It means that Jumbled Sentence technique can help students' to determine the sentence correctly and help them to think creatively and logically.

Referring to several definition the writer concluded that Jumbled sentence technique is a technique of teaching writing by arranging sentence appropriately to become a group of sentence, topic sentence, supporting sentence, and closing

⁵³ Fatmawati, (2018), *The Implimentation of Jumbled-Sentence toward students' skill in writing Report Text. Journals of English Language Teaching*. Vol 7. P. 116

⁵⁴ Wright, A., et al (2006). *Games for Language Learning (3rd ed)*. New York : Cambridge University Press. P 87

⁵⁵ Fatmawati, (2018), *The Implimentation of Jumbled-Sentence toward students' skill in writing Report Text. Journals of English Language Teaching*. Vol 7. P. 116

⁵⁶ *Ibid.*.,

sentence. This technique can also help students to think creatively and logically in expressing their ideas to write.

b. Procedure of using jumbled sentence

According Reid steps in reassembling a jumbled paragraph as the following⁵⁷ :

1. Read the jumbled sentence
2. Identify most general, most important sentence that introduce the paragraph (that is, the topic sentence)
3. Find the second sentence that help the reader anticipate what the paragraph will be about
4. Look for connectors that indicate the places of the middle supporting sentence in the body of the paragraph.

According Wright steps in reassembling a jumbled text as the following:⁵⁸

1. Divide the class into groups of about four learners. Give one envelope of jumbled text components to each group, then ask the learners to read each of the pieces and place them in the correct sequence.
2. Ask the groups to tell you when they are ready, so you can check that their sequence is correct. The first group to finish with a correct sequence is the winner.

⁵⁷ Reid, Joy M. 1994, *The Process Of Paragraph Writing*, (New Jersey: Prentice Hall Inc), p.85

⁵⁸ Wright Andrew, *Games for Language Learning*, P.87

In this study, the researchers used the recount text teaching procedure using the jumbled sentence technique as follows:

1. The teacher distributes a jumbled text component to each group of about four people.
2. The teacher explains to students how to identify the most general, most important sentence.
3. The teacher asks students to arrange jumbled sentences that have been shared and read them.
4. After all students have completed their assignment, the teacher checks again whether the students have arranged the mixed sentences into a correct paragraph.

c. Advantages of Jumbled Sentence

The advantages of using jumbled sentence as follow:

1. Jumbled sentence technique to help students overcome their difficulties in writing English.
2. Jumbled sentence can also be used to develop student's understanding and participation in the learning teaching.
3. Jumbled sentence can help students to generate the ideas, to enrich the vocabulary, and to emphasize their writing skill.⁵⁹

⁵⁹Fatmawati, (2018), *The Implimentation of Jumbled-Sentence toward students' skill in writing Report Text. Journals of English Language Teaching. Vol 7. P. 116*

Related to the above statement this research concludes that jumbled sentence has many benefits such as jumbled sentence can help students to overcome difficulties in writing, jumbled sentence also helps in developing understandings and ideas to enrich vocabulary.

d. Disadvantages of Jumbled Sentence

Jumbled sentence has disadvantage that should considered as follows:⁶⁰

1. The process of giving jumbled sentence to each student's writing can consume much time if the number of the student's in the class is large.

Thus, it can be seen clearly that jumbled sentence technique has more advantages than the disadvantages, that is why jumbled sentence will apply as a technique for teaching writing

F. The Concept Free Writing

a. Definition of free writing

Free writing is means of teaching students that proposal and emotional aspects of the "self" are often seen in all types of writing.⁶¹ This free writing is a tool of teaching students aspect in all types of writing personally and emotionally.

Free writing has become a staple in teaching of writing as a heuristic for generating ideas.⁶² It means that free writing is technique to teach writing for getting ideas in writing. Oshima says that free writing is a way to get and than

⁶⁰Mardiana, N (2017). *Using Jumbled Sentence game in teaching recount text*. Unpublished Thesis. Banten: The State Institute for Islamic Studies Sultan Maulana Hassanudin Banten

⁶¹Major, Wendy, *Freewriting: A means of Teaching Critical Thinking to College Freshmen*, (Available at: http://grammar.ccc.commnet.edu/grammar/composition/major_freewriting.htm)

to develop ideas.⁶³ Free writing helps you pour more attention, focus, and energy into what you write.⁶⁴

It means that free writing can be used by the students help to generate the idea and engage themselves more deeply in writing their expressions dealing with their imagination or their own experience. Free writing is a beneficial technique for students of English, despite some of the obvious difficulties for learners of English.⁶⁵

Based on theory above, this research conclude that free writing is one technique to teach writing for the students and help them to generate the idea and engage themselves more deeply in writing their expressions dealing with their imagination or their own experience.

b. The Procedure of Free Writing Technique

1. The teacher explains the material.
2. The teacher shows the topic to the students.
3. The teacher guides the students to explore idea if the students does not have any idea of what to write about.
4. The teacher asks the student what they thinking about the topic and write it.
5. The teacher gives a time limit to student and writing about the topic,

⁶² Briggs T.J., *Towards a Pedagogy of free Writing*, (A available at: [https://www.hastac.org/Towards-aPedagogy-of-Free writing](https://www.hastac.org/Towards-aPedagogy-of-Free%20writing))

⁶³ Alice Oshima, AnnHogue, Addison Wesley Longman. *Intruictionto Academic Writing*, Second Edition, The Longman Academic Writing Series, (England : Addison Wesley Publishing Company, 1996), p.15

⁶⁴ Peter Elbow, *Writing Without Teacher*, (London:Oxford University Press, 1973),p.8

⁶⁵ Kenneth J. Dickson, Free Writing, Prompts, and Feedback (The Internet TESL Journal), Taipei, Taiwan: Chinese Culture University, (Available at [http:// Its1j.org/Techniques/Dickson-Freewriting.html](http://Its1j.org/Techniques/Dickson-Freewriting.html))

6. The teacher leads the student to mention the words relate to the topic that is given.

c. Advantages of Free Writing Technique

1. Free writing makes writing easier by helping you with the root psychological or extential difficulty in writing
2. Free writing helps you learn to write when you don't feel like writing.
3. Free writing teaches you to write without thinking about writing
4. Free writing helps you pour more attention, focus, and energy into what you write.⁶⁶

d. Disvantages of Free Writing Technique

1. The writer stops repeatedly, writers briefly, and is always looking around. He/she never seems to concentrate for more than a few seconds at time.
2. The use of an araser, liquid paper or scoring out of whatever has been written indicate a writer with perfectionism as his/her ideal.
3. Frequent use of the pocked electronic dictionary or flipping of dictionary pages indicates someone pursuing the most accurate word possible.
4. Since a quite class is usually required for this task, the talker is immediately noticed above the silence of the classroom, either as the buzz from the back of the class or audible words coming from the corner.

⁶⁶Peter Elbow, *Writing Without Teachers*, (London:Oxford University Press, 1973), p.14

5. The writer has another piece of paper on which is written a topic, title and even some notes or a plan. He/she can be seen copying or referring to it frequently.⁶⁷

G. Frame Thinking

Learning process is the main activity in the school. There is interaction between teacher and students and valuable educative. Teaching and learning process is done and guided to reach the maximal result. To reach the maximal result, the teacher must be able to design the learning model based on the material subject and to practice the students' thinking.

In addition, teaching English as a foreign language is also a process of learning English as their foreign language, influenced by language development in each student and the student's learning condition. Writing skill is one of skills that require students to represent and develop their own ideas which can be poured in written form. Writing is the process of composing words into sentences, arranging sentences into paragraphs into complex writings that carry the subject matter.

Based on the results of teacher interviews and student questionnaires, high school students still experience difficulties. Teachers use free writing in teaching writing. The disadvantage of free writing is that it is quite accurate and aware of word errors. By using this technique, it turns out that students are still less attractive in writing, so the teacher must facilitate and encourage students to use

⁶⁷ *Ibid*

new techniques that make students interested in learning English, especially writing of the many teaching writing techniques, jumbled sentence technique is an alternative technique that can be effectively used in writing recount text.

By using the jumbled sentence technique, students can be active and motivated in learning to write. The jumbled sentence technique can help students to develop and generate ideas and knowledge in their writing with ease. In addition, there are several weaknesses of the jumbled sentence technique, namely grouping activities in large classes because it requires more groups to be used. In addition, to provide solutions to the shortcomings of this technique, researchers provide rules and agreements that were reached before the teaching and learning process took place.

Based on the description above, it can be assumed that the jumbled sentence technique can improve writing skills in the classroom. Jumbled Sentence is a great technique for teaching writing recount text. Researchers used the jumbled sentence technique as an effective alternative writing technique for students' writing skills in recount text.

H. Hypothesis

Referring to the theory and statement above, the writer purpose the hypotheses as follows:

Ha: There is a significant Influence of Using Jumbled Sentence towards Student's Recount Text Writing Ability the second Semester of the Tenth

Grade of SMAN 1 Tanjung Bintang Sourt Lampung in Academic Year 2020/2021.

Ho: There is no a significant Influence of Using Jumbled Sentence towards Student's Recount Text Writing Ability the second Semester of the Tenth Grade of SMAN 1 Tanjung Bintang Sourt Lampung in Academic Year 2020/2021.



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